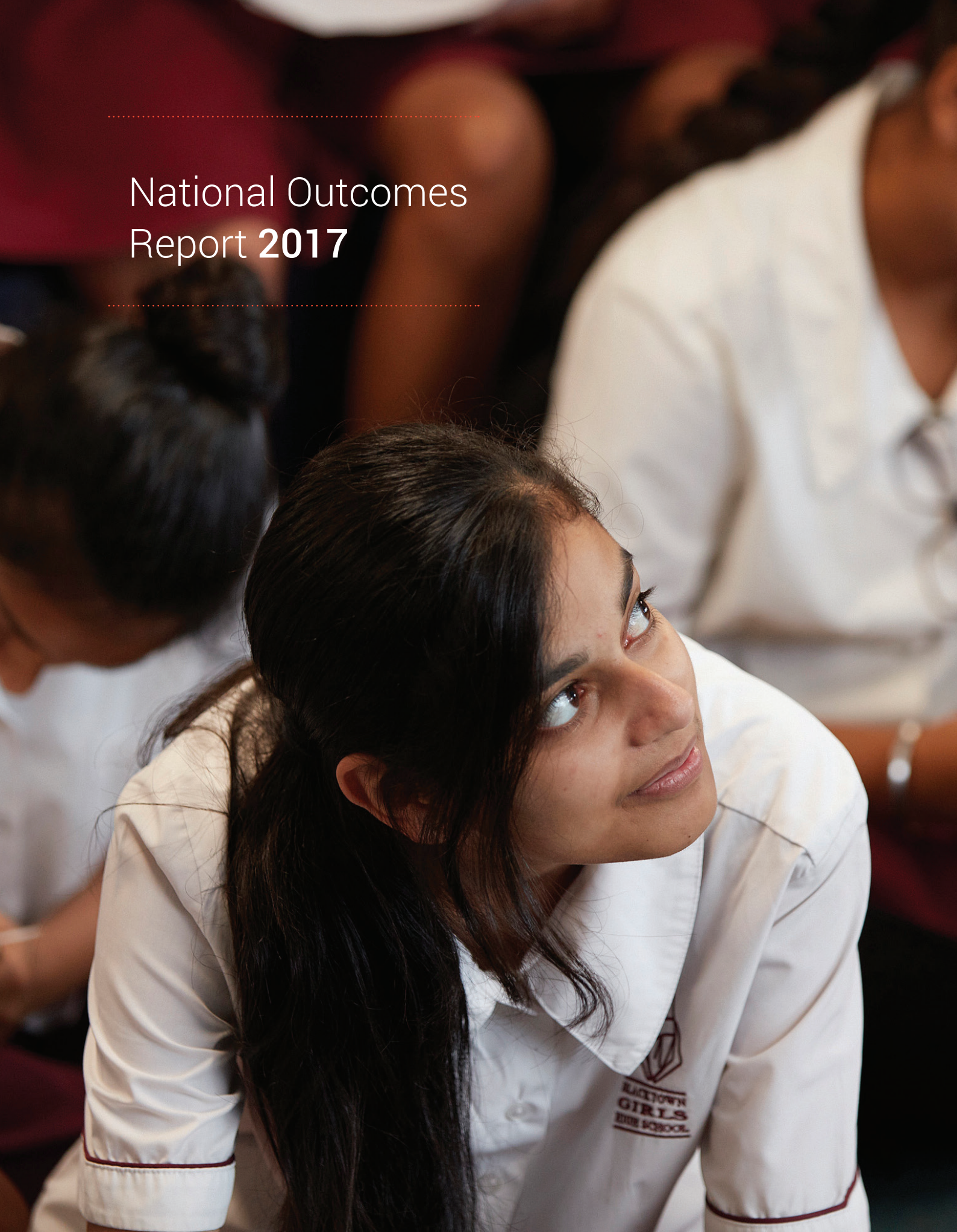

National Outcomes Report 2017



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Twenty Eighteen marks a significant year for Beacon Foundation.

It is the 30th Anniversary of the beginning of Beacon's operations. We've achieved a great deal in this time to support young Australians transition from education to meaningful employment by building connections between industry, educators and the community.

But 30 years on, we're faced with a labour market in which being work ready has never been more important. Research conducted for the World Economic Forum found that almost three-quarters of educators felt that they were preparing young people for the workforce. But, 55% of students and 60% of employers disagreed with this, and felt that students were not prepared for the world of work.

So, what is Beacon doing about it?

We're being innovative in the delivery of our programs, and this is resulting in reaching more young people than ever before.

In 2017, there were more than nineteen thousand student interactions with Beacon around Australia. Many students were connected to our activity online, particularly through mentoring program MyRoad.

Beacon has always been at the forefront in connecting young people to business and industry. Online mentoring allows us to break down geographic and socio-economic barriers by reaching schools everywhere and connecting them to volunteer mentors who work in all kinds of jobs all over Australia.

The feedback from students has been incredibly positive, with a significant majority stating that the program has provided them with relevant information needed to make decisions about their futures.

Face-to-face, our High Impact Programs (HIP) continue to be incredibly popular with students and volunteer mentors alike. With the help of corporate partners and volunteers, these programs are also being offered to more young people than previous years.

And our ground-breaking Collective ed. program, which is taking a Systems Change approach to education, is focusing on what can be done in six Tasmanian communities to dramatically increase Year 12 attainment. At one school in the state's North West, for example, we are uncovering deeply held community responses to school, further education, training and work, and providing a voice for student input and leadership in creating future pathways.

I am proud of the outcomes that you'll find in the pages of this Report. At Beacon we don't rest on our laurels, however, and are making sure that our activities remain relevant and engaging for young Australians for the next 30 years and beyond.

Scott Harris
CEO, Beacon Foundation



National Overview

Across Australia, Year 12 completion rates have been increasing. However, this hasn't translated into young people being more prepared for work. The World Economic Forum (WEF) provides current research on young people looking for work. In their report on work-readiness, they found that employers and young people see things very differently from education providers (i).

Are graduates prepared for work?

72 % education providers say **'yes'**

55 % young people say **'no'**

58 % employers say **'no'**

And the gap is widening. A WEF survey (ii) in 2015 found that 38% of employers have reported difficulty filling available jobs: a two-percentage point jump from the previous earlier. Yet rates of youth unemployment and underemployment in Australia are close to double that of the general population (iii).

	Total Population, incl. young people	Young People (15-24)
Unemployment Rate	5.7%	13.5%
Underemployment Rate	9.3%	18%

What this demonstrates very clearly is that the job market has changed dramatically in recent years, and young people need preparation to join the workforce in order to find stable, meaningful work. Employers are increasingly looking for workers equipped with new skills, including STEM skills and transferrable 21st century skills such as collaboration, creativity and problem solving. Connecting employers with students in school will help to build a workforce that is ready and able to work upon leaving school.

Beacon addresses these issues head-on in its Strategic Plan for 2017-18. This Annual Outcomes Report demonstrates Beacon's commitment to delivering on its strategic vision and underscores how the organisation is positioned to make a difference in the future.

For details about the statistics referred to in this report, please see the *References* section.

19,229

Inspired 19,229 students to think about their futures



145



Reached 145 schools across the country, the majority of which are in less advantaged areas

4,229

Connected 4,229 industry and business volunteers to students and schools



978



Delivered 978 activities across our suite of programs

2,201

Supported 2,201 educators to deliver positive outcomes for their students

Reach, Connect, Inspire

Making learning relevant

The variety and flexibility of Beacon programs allows us to find the right solutions for each local setting. While our main goal is to lift the aspirations of young people, we are also driven to engage with teachers, schools and the broader community to create opportunities for students. We do this through network development and capacity building within schools.

Opportunities to connect with the workforce and with industry volunteers provide young people with the opportunity to obtain valuable work exposure, raise aspirations and keeps young people engaged in education. Many teachers and schools have limited resources and may not have the capacity to incorporate real-life examples of work that bring relevance to classroom learnings and the curriculum. Beacon creates national networks, enabling us to connect schools all across the country with industry volunteers, mentors and industry.

Beacon's Strategic Plan

- We collaborate with industry and teachers to create lesson plans and teaching tools
- We provide access to inquiry-based learning where employers or the community bring real problems to young people in schools to solve
- We work with communities to shift their understanding of the value of education in a changing economy
- We provide entire intensive school interventions
- We provide forums for teachers to learn from each other and industry

Schools Profile

Schools we have worked with	145
Educators we have engaged with	2,201
Average Index of Community Socio-Educational Advantage (ICSEA) is 925. Less than 1000 signifies disadvantage.	925
Schools below ICSEA of 1,000	88%



Keeping young people engaged in school to be ready for work

Over the years, Beacon has developed an understanding of the skills and knowledge young people will need when they leave school in order to be work-ready. Our connections with business and industry mean that we are up-to-date with current employment practices and our programs are able to reflect accurately these requirements.

While working with Beacon, students develop all-important transferable skills that employers are looking for. Beacon helps prepare students for life after school by exposing them to real-life work situations, building employment networks, and raising their awareness about where jobs are and how to get them.

This approach provides young people with the motivation to stay in school and confidence needed to take the next step in their career pathways.

I have a better understanding of what some employers are looking for in their workers and their surroundings. I got to learn about office life in a fun, motivating way. I now know about more career paths and have a clearer perspective of workplaces and how they operate.

Student participating in an industry site visit

Case study: School-based traineeships

Rebeka attends Groves Christian College located in Kingston, Queensland. The school has a diverse student population including a high proportion of those from EAL (English as another language) backgrounds. Beacon helped facilitate a 12-month School-Based Traineeship (SBT) for Rebeka through its partnership with the Origin Foundation.

As part of the work undertaken by Beacon, a number of schools were engaged to ensure a suitable candidate was found, ideally someone who could benefit from the SBT position. Beacon supported all of the students through the interview process and once Rebeka was identified as the successful candidate, coordinated the sign-up process. The Beacon team also worked with Origin to ensure that the traineeship was structured to meet their needs. Beacon Foundation and Origin's philanthropic foundation have had a long standing partnership. The addition of the SBT role has created another meaningful opportunity for young people to gain experience in the workplace.

In July 2017, Rebeka started working one day a week with Origin's corporate health, safety and environment team as part of her Certificate III in Business whilst also completing her Year 11 studies at school. Unlike traditional work experience, Rebeka is paid an award salary, gains valuable real-world skills and is making contributions to her workplace that have given her confidence in her abilities. Now in Year 12, Rebeka sees the skills she's acquired as being valuable for her future plans after leaving school.

“ I have seen the importance of individuals completing tasks for the productivity of the whole team and now have a better sense of responsibility for my contribution. This traineeship has helped me refine and gain skills that are needed and transferrable to my future job as a midwife.

The SBT program has strengthened Beacon's relationship with Origin and demonstrated the value that it provides to schools. The program has also helped to build rapport with students by providing them with the motivation and experience to continue their studies and work towards their career goals.

The feedback by all the students over the week has been amazing. Due to this week's success, we plan to embed (the High Impact Program) in each year for the Year 9 students. Relevant, engaging and has inspired our students.

Educator, Devonport High School



Involving business and industry to make change

One of the keys to making learning and careers planning relevant is to involve business and industry at the important stages of decision making in young people's lives. Working with schools, we are able to find the best way to meet the needs of students - whether it be face-to-face, one-on-one, site visits, developing teaching resources, or online mentoring – and connect our volunteers and partners in the process.

Our network of volunteers is committed to the Beacon vision, with many associations spanning years and decades. Our financial partners, as well, support us in many ways besides financially with 15 contributing volunteers to Beacon programs.

Young people aren't the only ones to benefit from the experience; feedback from our partners and volunteers is overwhelmingly positive.

Industry Profile

Organisations represented 450+

Volunteering instances 4,229
(recorded activities in which volunteers and organisations have participated across all Beacon programs)

Every Beacon session is incredibly rewarding and highly beneficial. Successful in attracting talent to our organisation.

Site visit volunteer

Case Study: Connecting industry with remote schools

Classroom Collaboration: Bourke High School and Cummins

Bourke High School is in remote north-west NSW. It has 143 students in Years 7-12, with just over three-quarters identifying as Aboriginal and/or Torres Strait Islander.

Tim from Cummins had worked with students before in remote areas and was aware of the limited opportunities for them to learn more about careers and working life. Using video conferencing, Tim worked with a small group of students at Bourke who had moderate/high support needs. Through a collaborative process, Tim developed program materials that factored in his knowledge of their needs, incorporated teachers' expertise and made the most of his industry insights. The result was a classroom experience with impact.

It can be particularly hard for students in the special education faculty to imagine futures beyond what is offered in town. Kelly Riley-Henderson, A/Head of Special Education at Bourke notes, 'speaking with someone in the industry gave them the opportunity to speak to an expert in the field, not just "take their teacher's word" for what it would be like.'

Mentoring Pilot: Goodooga Central School, Cummins and Origin

Goodooga Central School is in remote NSW, with 37 students across Years K-12. Ninety-seven percent of students identify as Aboriginal and/or Torres Strait Islander. Beacon worked with Cummins and Origin Energy at Goodooga in 2017 to bring relevance to the curriculum through collaboration with industry volunteers.

Two Cummins and four Origin volunteers participated in a new program to raise aspirations and increase awareness of types of jobs and career pathways. Essential to the program's success was the fact that the mentors understood the importance of respecting cultural differences within the large Aboriginal and Torres Strait Islander community.

Over a period of six sessions aimed at raising career awareness and supporting students' use of technology, trust was established, and a rapport built between mentors and the students. The program had a significant impact on student engagement and attitudes to education as well as their futures. All students felt they were more confident and had new hopes for their futures after participating. Seventy percent of the students discovered new options for their future job as a result of the program.



Beacon Programs

Beacon programs offer schools a wide range of collaborative education activities that are flexible and adaptable to meet the needs of their students. Beacon programs are everywhere a young person needs to be: in school, in work environments, in communities, and online. In this section we will provide a general overview of program outcomes and highlight three important programs: MyRoad, High Impact Programs (HIP), and Collective ed.

A list of activities is included in the *References* section at the end of this report.

“ I felt a bit nervous at first but was able to overcome it and be confident and learn what I can add in my next interview. I have learned a lot about how I can apply for a job. It was incredible!

Mock Interview participant

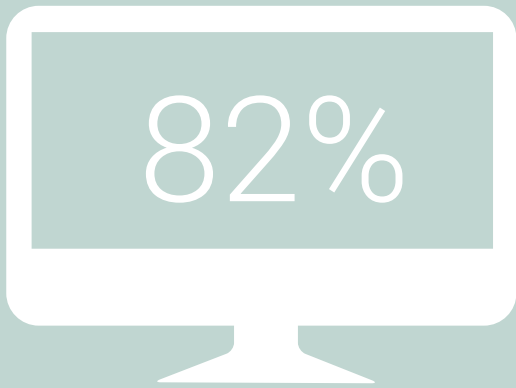
MyRoad Outcomes

MyRoad is an online mentoring program connecting female students to business and industry mentors across Australia. The program has exceeded all expectations and has become an important offering, allowing us to deliver programs to areas of the country where students have limited opportunities to engage with representatives from diverse industries, occupations and backgrounds.

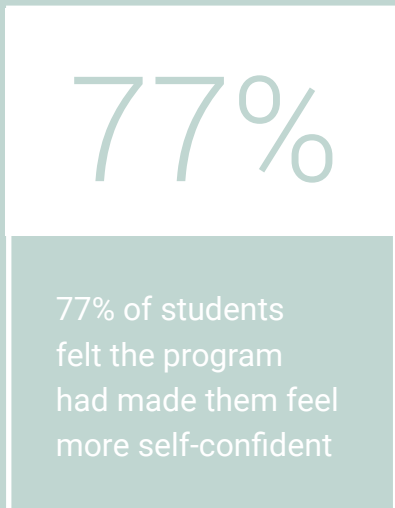
Backed up by analysis of recent research and market scans, we have identified that there is a gap in career advice and planning where online mentoring can be particularly powerful. Students have responded enthusiastically to this form of mentoring, with many reporting that they have a clearer understanding of what they need to think about when planning their futures. Schools are able to incorporate online mentoring into their lesson planning easily, reporting that it is effective in meeting curriculum requirements. These insights are driving future business development within Beacon.

Program Profile:

Students Participating	1,143
Schools Participating	51
Sessions with Schools	72
Mentors Available	185
Schools below ICSEA 1,000	40



82% of students stated they had a better understanding of how their technology and computer skills would help them when they entered the workforce



80% of students stated they had increased their resilience and felt better equipped to deal with stress and challenges



86% of students had increased their skills to maintain positive relationships at work



84% of students said they had learnt new ways to think about what kind of future job or career would be right for them



81% of students thought the program had made them feel more work-ready

Social Enterprise Programs: High Impact Program (HIP) Outcomes

In a complex and changing labour market, successful transition from education to meaningful pathways is critically important in supporting young people for success in their adult life. The Beacon Foundation recognises that a key to this success is the adoption of transferable 21st century skills that are valued and necessary for tomorrow's workforce.

Our Social Enterprise unit addresses this need by offering innovative programs designed in consultation with industry, education and young people. We offer a series of one-day High Impact Programs, targeted to specific age groups. Each program is designed to prepare and motivate young people for a successful post-secondary school transition by working with each participant to develop highly sought-after employability and 21st century skills.

Program Profile

Programs across Australia	240
Young People	4,414
Educators	301
Industry Volunteers	988



79%

79% feel more confident in securing employment

76%

76% feel more hopeful about their futures

74% 

74% have increased knowledge of career opportunities

74%



74% feel more motivated

79% 

79% have increased value of education

 76%

76% have learned more about the world of work

I feel really grateful today. Don't change a thing. I'm going to walk out of this room with hope. I've had an amazing day.

HIP participant

Collective ed. Outcomes

The Collective ed. project continues Beacon Foundation's vision of revolutionising school education – but doing education differently. The project aims to help more young people finish Year 12 – a qualification consistently recognised by state and federal governments as essential in improving work and education outcomes for young people.

Collective ed. is focused on Tasmania; a State with historically low rates of Year 12 attainment. There have been many initiatives to improve education outcomes in the State, but Collective ed. is different. We work as an action research project, partnering directly with six progressive Tasmanian secondary schools. Together we are trying and testing new and innovative ways of lifting Year 12 attainment.

Collective ed. aims to see 90% of students in our schools finishing Year 12 – a big change from Tasmania's current average of 56%. This is a big ask – but Beacon Foundation is committed to trying new ideas and solutions so that we can see big changes in the way that we do education.

The opportunity to pursue this dynamic new opportunity was only made possible thanks to a \$10 million funding commitment from the Paul Ramsay Foundation and a further \$5 million in funding from the Tasmanian Government.

Program Profile

No. Schools Selected	6
Students across 6 schools (note: some schools are K-12)	2,600
Average ICSEA	891



Ulverstone High School

Port Dalrymple School

Deloraine High School

Sorell High School

Bayview Secondary College

Jordan River Learning Federation

Our Partners



Government



Supporters

AMP, Bendigo Bank, BlackRock Investment Management Australia, Blundstone, Cradle Coast Authority, Federal Group, Fidelity International, Future 2 Foundation, Intercontinental Hotels Group, State Street, St Giles, Stockland, Sydney Business Park, TasNetworks, Tasmanian Community Fund, Triple M Holdings, V/Line

References

About Statistics

- **Student numbers** – these are the number of student interactions in Beacon programs (listed below). A student may have participated in more than one activity or event; each of these has been recorded.
- **School staff /teacher numbers** – these are the number of interactions with staff in Beacon programs (listed below). Several staff may have participated in more than one activity or event; each one of these has been recorded.
- **Business or industry volunteer / mentor numbers** – these are the number of interactions in Beacon programs (listed below). Volunteers may have participated in more than one activity or event; each one of these has been recorded.
- **School numbers** – these are the total number of schools that Beacon has worked with

Beacon programs included in this report

* Program evaluation conducted

Beacon Core Programs

Business Blackboard*	Real Futures Generation/Mini Prepare for Work*
Charter Signing	Job Chat
Collaborative Classrooms*	Site Tour/ Day in the Life *
Learning Live	Speed Careering
Mentoring*	Teacher PD*
Mock Interviews	Work Experience
Parent Event	

MyRoad eMentoring *

High Impact Programs

Prepare*
Perform*
Polish*
MyPerform*

References

Planning and Stakeholder Activities

Business/Community Event
Beacon Student Ambassador Induction
Business Partnership Group Meeting
Cluster Meeting
Industry Briefing
Strategic Planning Session
Student Briefing
Teacher Briefing

References

i Trubot, S., Is higher education equipping young people for the jobs market?, World Economic Forum, June 2015, <<https://www.weforum.org/agenda/2015/06/is-higher-education-equipping-young-people-for-the-jobsmarket/>>

ii Breene, K., What is the future of work?, World Economic Forum, January 2016, <<https://www.weforum.org/agenda/2016/01/what-is-the-future-of-work/>>

iii Brotherhood of St Laurence, Generation Stalled: Young, underemployed and living precariously in Australia, March 2017
